

STANDARDS INVENTORY SHEET—EXAMPLE

Certificate: Middle Childhood Generalist		Standard: 1. Knowledge of Students	
KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
Student diversity is an asset.	Our word wall has a column for targeted English Language words and columns for the same word/concept in students' native languages. One year I had 6 columns to represent the diverse students in class.	I might also do some charting of corresponding cultures that represent who is in our class.	Early in the semester identify the cultural background of each student and learn something about the various cultures.
MC begins to consider perspectives other than their own.	I teach point of view using the story "The Three Little Pigs" and the "Real Story of the Three Little Pigs as Told by A. Wolff."	Include more ways of understanding one another's point of view, including on the playground.	Check with other MC teachers about how they address point of view and multiple perspectives.
Understand what students know.	Students don't come in with empty minds. I use the KWL strategy to assess what students already know about the upcoming unit/concepts.	Expand this strategy so I can also identify any misconceptions and address those. Might tie this in with point of view. Find out any special interests students have.	Study the content standards for the primary grades so I have a better understanding of what students have studied prior to coming to my class. Check with the teachers.
Address student inquisitiveness and energy.	I regularly mix up seat time with moving around time. Resources are open and available. I bring interesting things, such as bugs in jars, to class to explore.	With all the requirements, how can I maintain wonder and joy? Find out what students are doing and thinking at home. Talk to parents more.	Perhaps by studying the mandated curriculum more closely, I can find ways to supplement and to add movement, visuals, and surprises.